

Description, Rationale, Instructional Moves, and References for the Nonfiction Talk-aloud

Description

Talk-alouds provide an opportunity to model the reader–writer connection, so students can “see” and hear how an experienced and skillful reader relates to and uses what the author has provided. The text used may be only an illustration, a sentence, or several pages. Talk-alouds often include mentioning something you noticed or appreciated about the text. Comments may include discussing what you noticed about the relationship between the cover, the title, and the first line, and how they all worked together to announce the primary message of the book. Or, you might address what you noticed about how the author organized the text to get across the message. It is during Talk-alouds that we can address anything that relates to the communication loop between the author and the reader (the reader–writer connection). Our long-range instructional purpose for Talk-alouds is to have students be aware of and use the reader–writer connection themselves. Thus, while every teacher Talk-aloud does not need to be followed by student Talk-alouds, enough practice must be provided for students to learn to use the strategy themselves.

Emily Calhoun, Revised 2001.

Rationale

- Encourages a connection between the author and the students (the reader–writer connection)
- Models how skillful readers “use” the text and illustrations
- Provides opportunity for literary discussions between teachers and students and between students

Emily Calhoun, 1997.

Instructional Moves

1. Introduction

Make connections to curriculum concepts or earlier lessons.

2. Read passage**

3. Talk about what you noticed the author did and how well it worked for you as a reader**

4. Conduct a student application activity

** Identifies the essential attributes of a Talk-aloud



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